VISIT…

Come along on our quest to learn about some of the world's greatest artists! Grab some paint brushes, paints, and get ready to explore, create, and learn!

In this series of artist studies, we will be learning about 8 of the world's greatest artists. We will immerse ourselves in the work of each artist so we become well familiar with their style, methods, and images.

Much of our time studying will be through open discussion and hands on experimentation. Upon completion of this curriculum you will be able to easily recognize the artwork from each artist studied, learn to look at art critically, as well as have gained an appreciation for art in general. You will also have explored some new techniques, and created several of your own unique masterpieces!

Created By Erica @
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If you have any questions please feel free to email me directly at homeschoolerconfessions@gmail.com. I will do my best to respond promptly.

Erica

The World's Greatest Artists

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Resources needed:

Getting to know the World's Greatest Artist Series by Mike Venezia:

- Pablo Picasso
- Vincent Van Gogh
- Jackson Pollock
- Claude Monet
- Henry Matisse
- Georgia O'Keeffe
- Michelangelo
- Leonardo Da Vinci

Introduction To Art:

In this series of artist studies, we will be taking a look at 8 of the world's greatest artists. The idea behind these studies is to immerse students in the work of each artist so that they are well familiar with their style, methods, and images. Much of your time studying will be through open discussion with students. Upon completion of this curriculum, your student should be able to easily recognize the artwork from each artist studied. They will also have learned several different techniques, mediums, and styles as well as have gained an appreciation for art work in general.

I suggest scheduling approximately 4 weeks per artist. Each artist study has 8 lessons, so that averages to 2 lessons per week over the course of 32 weeks. However, the lessons can be easily adapted to fit your schedule as well.

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Pablo Picasso

Pablo Picasso was born in Spain on October 25, 1881. He is one of the world's best known painters and helped to create a new style of art known as cubism. His father was also a painter as well as an art professor. When Pablo was only 13 years old his father convinced the School of Fine Arts to let Pablo take an entrance exam. He did very well and was soon admitted into the school. During his career he became an important influence on the world of art. His artwork can be found in museums all over the world. The Picasso Museum in Barcelona Spain claims to have the largest collection of his art.

Movement: Cubism

Style: Picasso had 5 distinct periods during his career:

- **The Blue Period** (1901-1904) - paintings of this period are somber and emotional. They were influenced by the recent death of a close friend and are characterized by a distinct blue tint.
- **The Rose Period** (1905-1907) - paintings of this period are noticeably more cheerful than those of The Blue Period. They are distinguished by the use of orange and pink tones.
- **African Influenced** (1907-1909) - The French empire was expanding in Africa during this time and museums were full of African artifacts which influenced Picasso's work. One of his famous paintings of this time was Les Demoiselles d'Avignon (1907), this was Picasso's first cubist work.
- **Analytic Cubism** (1909-1912) - The cubist paintings in this style have a monochromatic color scheme. They are typical about natural forms, an example of this period is Le Guitariste.
- **Synthetic Cubism** (1912-1919) - this style grew out of Analytic Cubism. Using repetition of 'analytic' signs made his work more geometrically simplified and flatter in appearance. Elements appear to overlap, and can take on an appearance similar to that of collage.

Lesson 1:

Read "Picasso" pg 1-11

Study: Take a few minutes to flip back through pages read and discuss some of the art you see.

Discussion: This time should be conversational, let your student tell you what they observe. If needed use questions below to help direct the conversation.

- Ask your students what they see, have them describe the artwork.
- Tell things they like or dislike about the work
- How do they think the artist was feeling when they created it
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?

Tip: Let students do most of the talking, don't try to 'lecture' them on the art, just have an open discussion. The goal during discussion time is to learn to appreciate the artwork. The discussion guide lines above will be used repeatedly through the curriculum, so feel free to refer back to them. After a few art studies you and your students will become familiar with how to think critically about art and you will soon be able to have a discussion without the above list. Also, feel free to add in anything else you or your students think of, the above list is just a guide line to help you get started talking about art.

Lesson 2:

Read: "Picasso" pg 12-24

Study: "Look" at art work covered today and discuss again as you did the previous day.

Discussion: Since styles were introduced today, talk about the different styles mentioned in the book including some of the discussion guides from Lesson 1.

- What was your student's favorite style?
- What style would your student do if they could create their own art?
- Why do they like that style best?

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Pablo Picasso

Lesson 3:
Read: "Picasso" pg 25-32
Study: "Look" at art work covered today and discuss again as you did the previous days.
Discussion: Now is a good time to discuss the definition of "art".
Art: The expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.

"Painting is just another way of keeping a diary." ~ Pablo Picasso

If art is the expression of human creative skill, is there good art and bad art? Picasso let his mood and things happening around him influence his works of art. Take your discussion a bit further today, and talk about how we can use art to make a statement. To show how we are feeling, what kind of mood we are in, what we are thinking about, what we like, dislike etc. Talk about how even though we may not like a particular piece of art, someone else may. Explain how we can use art to express ourselves. Like Picasso did, encourage your students to experiment with many new and different techniques when expressing themselves through art.

Lesson 4:
Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes.
Study: Today we are going to study Girl Before a Mirror (pg 8). Lead discussion like in previous Lessons. Discuss the flat quality of this painting and the use of vivid colors.
Copycat: Have your student pick a piece from Picasso's collection. You can also search online for more of his works if you choose to. In today's study we are going to focus on "style, mood and feeling". We are going to try to copy one of Picasso's pieces of art. Using similar techniques as in the art chosen, have your student create their own artwork. Make it clear that even though we are going to try to copy our artist today, their art will probably still turn out a bit different because we are all unique!
Tip: Make sure to bring a copy of the image your student chose in the previous lesson with you to your art area so students can see the art as they are working.
Discussion:

- Compare your student's art to the original. *(Not in a negative way, contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Lesson 5:
Materials Needed: 3 File Folders, Glue, Scissors. Click here for Lapbook assembly: Jumbo Lapbook
Mini-book: Start your **Great Artists lap book** (pg 29) Glue Cover page to front of Lapbook, then complete the mini-book for Picasso and add it to your lap book.
Study: Today we are going to study The Old Guitarist (pg 13).
Discuss: Take a few minutes to discuss just the above piece, today focus on Picasso's Blue Period.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Pablo Picasso

Lesson 6:

Artist Flashcard: Complete the Picasso Flashcard

Study: Today we are going to study the Three Musicians (pg 23).

Discuss: Take a few minutes to discuss the piece today, focus on the cubism aspects and how they were executed in this work.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Lesson 7:

Study: Today we are going to study Bather with a Beach Ball (Pg 9)

Discuss: Take a few minutes to discuss the piece today focus on the depth in the painting, how the objects appear to be round, 3-dimensional. Quickly compare it to the flatness of the Girl Before a Mirror on the previous page.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Activity: Put together Picasso puzzle activity included in Lapbook section. (Print and either laminate or glue to thin cardboard then cut pieces apart to create a fun artist puzzle. Store pieces in sandwich baggie)

Lesson 8:

Study: Today we are going to study Guernica (pg 26). Lead discussion as in previous Lessons.

Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes.

Study and Discuss: Have your student pick their favorite piece from Picasso's collection. You can also search online for more of his works if you choose to. Before you move on, make sure to discuss the style, medium, and technique used thoroughly so that your student is very familiar with it. Discuss colors, tones, moods, along with discussion points from previous lessons.

Create: Bring a copy of the art chosen with you to your art area so students can see the works for inspiration. Using similar techniques as Picasso, have your student create their own original artwork. Remind them that (as noted on pg 30), one thing that made Picasso such a great artist was his originality. Encourage your student to create their own version of the art using their favorite style from Picasso's work, but do not try to replicate his works. We want today's art to be a Picasso inspired "original".

Discussion:

- Compare your student's art to the original. *(Not in a critical way, just contrast and compare)*
- Discuss what is different between your student's work and the artists. Talk about which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Tip: Beautiful art is in the eye of the beholder. Take care not to criticize your students work, but instead teach them to look at art critically, and to learn to appreciate their own talents as gifts from God. Spend a few minutes having students compliment each other's art work, saying something they like about it.

Notebook It: For older students, complete the Artist Report for this artist (Pg 59) These pages can either be kept with the Lapbook, or stored with their regular school work.

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Vincent Van Gogh

Vincent Van Gogh was born in 1853 in the southern Netherlands. He had many jobs, but was most noted for his work as a Dutch post-impressionist painter. He was known for the emotional impact created by the use of brush stroke and intense color in his art work. Van Gogh's thoughts on art are recorded in hundreds of letters he exchanged with his brother Theo, an art dealer. It was not until after his death in 1890 that his works became famous. Today he is widely regarded as one of history's greatest painters and important contributor of modern art.

Style: Modern Art
Movement: Post-Impressionism

Click here to visit the Van Gogh Gallery for more information on the works of Vincent Van Gogh.

Lesson 1:
Read "Van Gogh" pg 1-13
Study: Take a few minutes to flip back through pages read and discuss some of the art you see.
Discussion: This time should be conversational, let your student tell you what they observe. If needed use questions below to help direct the conversation.

- Ask your students what they see, have them describe the artwork.
- Tell things they like or dislike about the work
- How do they think the artist was feeling when they created it
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?

Lesson 2:
Read: "Van Gogh" pg 14-32
Study: "Look" at art work covered today and discuss again as you did the previous day.
Discussion: Compare the works in the 2nd half of the book with the ones in the first half.

- What was your student's favorite style?
- What style would your student do if they could create their own art?
- Why do they like that style best?

Lesson 3:
Study: Today we are going to study The Potato Eaters (pg 8).
Discuss: Take a few minutes to discuss just the above piece, today focus on Van Gogh's use of dark colors.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Vincent Van Gogh

Lesson 4:
Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes.
Study: Have your student pick a piece from Van Gogh's collection. You can also search online for more of his works if you choose to. I like the reflection in Starry Night Over the Rhone.
Copycat: In today's study we are going to focus on "style, mood and feeling". We are going to try to copy one of Van Gogh's pieces of art. Using similar techniques as in the art chosen, have your student create their own artwork. Remind students that even though we are going to try to copy our artist today, their art will probably still turn out a bit different because we are all unique! Deep Space Sparkle has a great Vincent Van Gogh Sunflowers tutorial.
Tip: Make sure to bring a copy of the image your student chose in the previous lesson with you to your art area so students can see the art as they are working.
Discussion:

- Compare your student's art to the original. *(Not in a negative way, contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Lesson 5:
Mini-book: Complete the mini-book for Van Gogh today and add it to your Great Artist lap book.
Study: Today we are going to study The Starry Night (pg 22).
Discuss: Take a few minutes to discuss just the above piece, today focus on Van Gogh's use of movement and color.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask students if they would want to be in the painting, or not, and why?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Lesson 6:
Artist Flashcard: Complete the Van Gogh Flashcard
Study: Today we are going to study the Sunflowers (pg 26 & 30).
Discuss: Take a few minutes to discuss the piece today, focus on the bright colors and thick brush strokes.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Vincent Van Gogh

Lesson 7:
Study: Today we are going to study Olive Trees (Pg 24-25)
Discuss: Take a few minutes to discuss the piece today focus on the depth in the painting, the use of color, the mood, the temperature of the painting. Introduce how the painting seems warm through the use of color.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Activity: Put together Van Gogh puzzle activity included in Lapbook section. (Print and either laminate or glue to thin cardboard then cut pieces apart to create a fun artist puzzle. Store pieces in sandwich baggie)

Lesson 8:
Study: Today we are going to study Cypresses (pg 23). Lead discussion as in previous Lessons.
Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes.
Study and Discuss: Have your student pick their favorite piece from Van Gogh's collection. You can also search online for more of his works if you choose to. Before you move on, make sure to discuss the style, medium, and technique used thoroughly so that your student is very familiar with it. Discuss colors, tones, moods, along with discussion points from previous lessons.

Create: Bring a copy of the art chosen with you to your art area so students can see the works for inspiration. Using similar techniques as in the work chosen, have your student create their own original artwork. Remind them that (as noted on pg 31), one thing that made Van Gogh such a great artist was his ability to express his feelings in his work. Encourage your student to create their own version of the art by expressing what they are feeling today. Remember, do not try to replicate his works. We want today's art to be a Van Gogh inspired "original".

Alternative: If your students would like some help, they can use this Bedroom in Arles VanGogh template!

Discussion:

- Compare your student's art to the original. *(Not in a negative way, simply contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Tip: Spend a few minutes having students compliment each other's art work, saying something they like about it.

Notebook It: For older students, complete the Artist Report for this artist (Pg 59) These pages can either be kept with the Lapbook, or stored with their regular school work.

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Jackson Pollock

Jackson Pollock was born in Cody, Wyoming in 1912. He was an influential American painter and a major contributor to the abstract expressionist movement. He began to study painting in 1929 at the Art Students' League in New York. While he experimented with several different styles of painting, he is most well known for "action painting" . Instead of painting on an easel, Pollock taped his canvas to the floor then would stand above his canvas and literally drip and splash paint from a can onto the canvas. Though he was subject to much criticism, by the 1960's he was recognized as the most important figure in the most important movement of this century of American painting. No. 5, 1948 is currently the most expensive painting ever sold for approximately $150.6 million adjusted US dollars. Visit Jackson Pollock.com for more information and artwork.

Style: Action Painting
Movement: Abstract Expressionism

Lesson 1:
Read "Jackson Pollock" pg 1-19
Study: Take a few minutes to flip back through pages read and discuss some of the art you see.
Discussion: This time should be conversational, let your student tell you what they observe. If needed use questions below to help direct the conversation.

- Ask your students what they see, have them describe the artwork.
- Tell things they like or dislike about the work
- How do they think the artist was feeling when they created it
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?

Lesson 2:
Read: "Jackson Pollock" pg 20-32
Study: "Look" at art work covered today and discuss again as you did the previous day.
Discussion: Compare the works in the 2nd half of the book with the ones in the first half.

- What was your student's favorite style?
- Can you notice a difference in his art once Pollock found the style that best suited him? It might be a good time to mention that everyone creates art differently, and the best art is created when we aren't trying to be like someone else.
- What style would your student do if they could create their own art?
- Why do they like that style best?

Lesson 3:
Study: Today we are going to study Blue Poles (pg 26-27).
Discuss: Take a few minutes to discuss just the above piece, today focus on Pollock's use of movement and color.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Jackson Pollock

Lesson 4:
Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes, large plastic sheet to protect flooring. If possible, do today's activity outside.
Study: Have your student pick a piece from Pollock's collection. You can also search online for more of his works if you choose to.
Copycat: In today's study we are going to focus on "style and movement". We are going to try to copy one of Pollock's pieces of art. Using similar techniques as in the art chosen, have your student create their own artwork. Remind students that even though we are going to try to copy our artist today, their art will probably still turn out a bit different because we are all unique!
Tip: Make sure to bring a copy of the image your student chose in the previous lesson with you to your art area so students can see the art as they are working.
Discussion:

- Compare your student's art to the original. *(Not in a negative way, contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Lesson 5:
Mini-book: Complete the mini-book for Pollock today and add it to your Great Artist lap book.
Study: Today we are going to study Stenographic Figure (pg 25).
Discuss: Take a few minutes to discuss just the above piece, today focus on Pollock's unique use of movement and color.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask students if they would want to be in the painting, or not, and why?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Lesson 6:
Artist Flashcard: Complete the Pollock Flashcard
Study: Today we are going to study Autumn Rhythm (pg 6-7).
Discuss: Take a few minutes to discuss the piece today, focus on the fall colors and size of the painting.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Jackson Pollock

Lesson 7:
Study: Today we are going to study Number 13A: Arabesque (Pg 31)
Discuss: Take a few minutes to discuss the piece today focus on the unique size of the painting. Art doesn't have to be a certain size. Also discuss the contrast between colors used, can you feel the energy in this painting?

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Activity: Put together Pollock puzzle activity included in Lapbook section. (Print and either laminate or glue to thin cardboard then cut pieces apart to create a fun artist puzzle. Store pieces in sandwich baggie)

Lesson 8:
Study: Today we are going to study Going West (pg 17). Lead discussion as in previous Lessons. Compare this with Benton's Arts of the West painting on pg 16. Pollock was trying to copy Benton's style here, how did he do? What are the differences, which do you like better?
Materials Needed: Paper *(Consider using an unusual size paper today, you can even tape several sheets together or use butcher paper),* paints, paint brushes, water and paper towel to clean brushes, large piece of plastic to protect floor.
Study and Discuss: Have your student pick their favorite piece from Pollock's collection. You can also search online for more of his works if you choose to. Before you move on, make sure to discuss the style, medium, and technique used thoroughly so that your student is very familiar with it. Discuss colors, tones, moods, along with discussion points from previous lessons.
Create: Bring a copy of the art chosen with you to your art area so students can see the works for inspiration. Using similar techniques as in the work chosen, have your student create their own original artwork. Remind them that (as noted on pg 26), one thing that made Pollock such a great artist was his use of imagination to create something really different and unique. Remind students that we are not trying to replicate one of his specific works. Instead we want today's art to be a Pollock inspired "original".
Discussion:

- Compare your student's art to the original. *(Not in a negative way, simply contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Tip: Spend a few minutes having students compliment each other's art work, saying something they like about it.

Notebook It: Complete the Artist Report for this artist (Pg 59)

Alternate Activity: Not up to painting? Try this online version for free! http://jacksonpollock.org/

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Claude Monet

Claude Monet was born in Paris, France on November 14,1840. He is known as the founder of French Impressionist painting. Claude's painting titled Impression-Sunrise, is what gave the Impressionist movement its name. Characteristics of impressionism include small, thin brushstrokes, open composition and an emphasis on accurate depiction of light in its changing qualities. Monet typically worked on large canvases painting mostly natural landscapes, although he sometimes included human figures in his paintings. He was very particular about his paintings and was known to refuse to paint unless the light of the sun was reflecting exactly as he wanted it to.

Visit Olga's Gallery where you can see almost 200 pieces from Monet. *(Beware of pop-ups from this site however. Just click on the upper right corner "X" to close them)*

Movement: Impressionist

Lesson 1:
Read "Monet" pg 1-15
Study: Take a few minutes to flip back through pages read and discuss some of the art you see.
Discussion: This time should be conversational, let your student tell you what they observe. If needed use questions below to help direct the conversation.

- Ask your students what they see, have them describe the artwork.
- Tell things they like or dislike about the work
- How do they think the artist was feeling when they created it
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?

Lesson 2:
Read: "Monet" pg 16-32
Study: "Look" at art work covered today and discuss again as you did the previous day.
Discussion: Compare the works in the 2nd half of the book with the ones in the first half.

- What was your student's favorite style?
- What style would your student do if they could create their own art?
- Why do they like that style best?

Lesson 3:
Study: Today we are going to study The Japanese Footbridge (pg 29).
Discuss: Take a few minutes to discuss just the above piece, today focus on Monet's use of color and intricate brush strokes.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Claude Monet

Lesson 4:
Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes.
Study: Have your student pick a piece from Monet's collection. You can also search online for more of his works if you choose to.
Copycat: In today's study we are going to focus on "style, mood and feeling". We are going to try to copy one of Monet's pieces of art. Using similar techniques as in the art chosen, have your student create their own artwork. Remind students that even though we are going to try to copy our artist today, their art will probably still turn out a bit different because we are all unique!
Tip: Make sure to bring a copy of the image your student chose in the previous lesson with you to your art area so students can see the art as they are working.
Discussion:

- Compare your student's art to the originals. *(Not in a negative way, contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Lesson 5:
Mini-book: Complete the mini-book for Monet today and add it to your Great Artist lap book.
Study: Today we are going to study La Grenouillere (pg 14).
Discuss: Take a few minutes to discuss just the above piece, today focus on Monet's use of color.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask students if they would want to be in the painting, or not, and why?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Lesson 6:
Artist Flashcard: Complete the Monet Flashcard
Study: Today we are going to study The Cliff Walk Pourville (pg 24-25).
Discuss: Take a few minutes to discuss the piece today, focus on the difference between looking at the painting up close versus far away. Note the extensive use of color and brush strokes in this scene too!

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Claude Monet

Lesson 7:
Study: Today we are going to study The Manneporte, Etreat (Pg 26)
Discuss: Take a few minutes to discuss the piece today focus on the movement seen in the painting. Take a minute to flip back to pg 7 and look at the portrait by Manet of Monet Working in His Floating Studio Argentuil. Do you think Monet was in his floating studio when he painted The Manneporte, Etreat?

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Activity: Put together Monet puzzle activity included in Lapbook section. (Print and either laminate or glue to thin cardboard then cut pieces apart to create a fun artist puzzle. Store pieces in sandwich baggie)

Lesson 8:
Study: Today we are going to study Terrace at Sainte-Adresse (pg 4). Lead discussion as in previous Lessons. What can we tell of the weather by looking at this scene? What season do we think it is? How can we tell?
Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes.
Study and Discuss: Have your student pick their favorite piece from Monet's collection. You can also search online for more of his works if you choose to. Before you move on, make sure to discuss the style, medium, and technique used thoroughly so that your student is very familiar with it. Discuss colors, tones, moods, along with discussion points from previous lessons.

Create: Since Monet painted outdoors, I suggest taking your art outside today. Paint something you see in your environment using Monet's style. Using similar techniques as in the work chosen, have your student create their own original artwork. One thing that made Monet so unique was his use of vivid color and his desire to paint outdoors. Encourage your student to create their own version of the art using lots of color. Remember, do not try to replicate his works. We want today's art to be a Monet inspired "original".
Discussion:

- Compare your student's art to the originals. *(Not in a negative way, simply contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Tip: Spend a few minutes having students compliment each other's art work, saying something they like about it.

Notebook It: Complete the Artist Report for this artist (Pg 59)

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Henri Matisse

Henri Matisse was a French artist known for his use of color. He was born in Le Cateau-Cambrésis , France in 1869. After an attack of appendicitis, his mother brought him some paints to work with while he recovered. It was then that he first began painting. Matisse is credited with leading the movement of Fauvism, a short-lived group of artists whose works emphasized strong color. After a surgery in 1941, Matisse started using a wheel chair. With the aid of assistants, he began creating cut paper collages, often on a large scale, called gouaches découpés. Matisse's final work was a stained-glass window installed at the Union Church of Pocantico Hills near New York City. ***WARNING**: There are a few nude paintings in the book for this session.*

Movement: Fauvism, modernism, impressionism

Lesson 1:
Read "Henri Matisse" pg 1-14
Study: Take a few minutes to flip back through pages read and discuss some of the art you see.
Discussion: This time should be conversational, let your student tell you what they observe. If needed use questions below to help direct the conversation.

- Ask your students what they see, have them describe the artwork.
- Tell things they like or dislike about the work
- How do they think the artist was feeling when they created it
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?

Lesson 2:
Read: "Monet" pg 15-32
Study: "Look" at art work covered today and discuss again as you did the previous day.
Discussion: Compare the works in the 2nd half of the book with the ones in the first half.

- What was your student's favorite style?
- What style would your student do if they could create their own art?
- Why do they like that style best?

Lesson 3:
Study: Today we are going to study The Sadness of the King (pg 30).
Discuss: Take a few minutes to discuss just the above piece, today focus on the unique style Matisse used, it looks like cut up pieces of paper instead of oil on canvas! Discuss the brilliant colors used as well

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Henri Matisse

Lesson 4:
Materials Needed: Multiple different colored sheets of cardstock, scissors, glue.
Study: Review the unique style used by Matisse in The Sadness of the King (pg 30)
Copycat: In today's study we are going to focus on "style and color". We are going to try to copy one of Matisse's pieces of art. Using similar techniques as in the art chosen, have your student create their own artwork.
Tip: The easiest way to do this is to fold a sheet of paper in half and cut out a fun shape, then unfold it to reveal a symmetrical form. Make several of these and glue them to one larger piece of paper. Make sure to use bright colors just as Matisse did.

Remind students that even though we are going to try to copy our artist today, their art will probably still turn out a bit different because we are all unique!
Tip: Make sure to bring a copy of the image your student chose in the previous lesson with you to your art area so students can see the art as they are working.
Discussion:
- Compare your student's art to the originals. *(Not in a negative way, contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Lesson 5:
Mini-book: Complete the mini-book for Matisse today and add it to your Great Artist lap book.
Study: Today we are going to study The Goldfish (pg 4).
Discuss: Take a few minutes to discuss just the above piece, today focus on Matisse's use of color.
- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask students if they would want to be in the painting, or not, and why?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Lesson 6:
Artist Flashcard: Complete the Matisse Flashcard
Study: Today we are going to study Woman in Kimono (pg 7).
Discuss: Take a few minutes to discuss the piece today, discuss color used, and detail on her robe. Does she look happy?
- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Henri Matisse

Lesson 7:
Study: Today we are going to study La Desserte (aka The Dinner Table) (Pg 22)
Discuss: Take a few minutes to discuss the piece today, talk about all the colors used. Notice how the colors are much more muted than the other works we've studied.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Activity: Put together Matisse puzzle activity included in Lapbook section. (Print and either laminate or glue to thin cardboard then cut pieces apart to create a fun artist puzzle. Store pieces in sandwich baggie)

Lesson 8:
Study: Today we are going to study Luxe, Calme et Volupte (Pg 19).
Discuss: Take a few minutes to discuss the piece today focus on the all the tiny dots that he appears to have painted with. Notice the bright colors, and how it almost looks like a rainbow. *Continue to lead discussion as you have done in previous lessons.*
Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes, optional: Mirror.
Study and Discuss: Take a few minutes to look at some more of Matisse's collection of art today. Have students pick a favorite and discuss it using guidelines from previous lessons. Make sure to discuss the style, medium, and technique used thoroughly so that your student is very familiar with it. Discuss colors, tones, moods, along with discussion points from previous lessons.

Create: Since Matisse used bright colors, I suggest encouraging a very colorful palette. I encourage you to try a self portrait today! Set up a mirror so students can paint themselves. *(Refer to Portrait of Mme (pg 24) for some inspiration if needed.* Have your student create their own original artwork. One thing that made Matisse so unique was his use of fresh, vivid color. Encourage your student to create their own version of the art using lots of color. Remember, do not try to replicate his works. We want today's art to be a Matisse inspired "original".
Discussion:

- Compare your student's art to the originals. *(Not in a negative way, simply contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Tip: Spend a few minutes having students compliment each other's art work, saying something they like about it.

Notebook It: Complete the Artist Report for this artist (Pg 59)

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Georgia O'Keeffe

Georgia O'Keeffe was born near Sun Prairie, Wisconsin in 1887. She distinguished herself as one of America's most important modern artists and carved out a significant place for women painters that had previously been dominated by men. She is most well known for her abstract imagery including mostly large floral blossoms seen up-close as if through a magnifying lens. She spent most of her career in New Mexico where she also painted unique landscapes, adobe churches, rock and other items collected from the desert floor. She was so well known that the area of the American Southwest became known as "O'Keeffe Country".

Visit Artst.org to see a wonderful collection of Georgia O'Keeffe's work.

Movement: Modern Art

Lesson 1:
Read "Georgia O'Keeffe" pg 1-15
Study: Take a few minutes to flip back through pages read and discuss some of the art you see.
Discussion: This time should be conversational, let your student tell you what they observe. If needed use questions below to help direct the conversation.

- Ask your students what they see, have them describe the artwork.
- Tell things they like or dislike about the work
- How do they think the artist was feeling when they created it
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?

Lesson 2:
Read: "Georgia O'Keeffe" pg 16-32
Study: "Look" at art work covered today and discuss again as you did the previous day.
Discussion: Compare the difference between Georgia O'Keeffe's landscapes with those of Claud Monet's. Notice the difference in style, O'Keeffe's paintings are fluid and "smooth" while Monet's are more textural in nature.

- What was your student's favorite style?
- What style would your student do if they could create their own art?
- Why do they like that style best? What appeals to them most about this style?

Lesson 3:
Study: Today we are going to study Blue and Green Music (pg 9).
Discuss: Take a few minutes to discuss just the above piece, today focus on O'Keeffe's use of color and smooth flowing strokes.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Georgia O'Keeffe

Lesson 4:
Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes.
Study: Have your student pick a piece from O'Keeffe's collection. You can also search online for more of her works if you choose to.
Copycat: In today's study we are going to focus on the "smooth style" of O'Keeffe's work. We are going to try to copy one of her pieces of art. Using similar techniques as in the art chosen, have your student create their own artwork. Remind students that even though we are going to try to copy our artist today, their art will probably still turn out a bit different because we are all unique!
Tip: Make sure to bring a copy of the image your student chose in the previous lesson with you to your art area so students can see the art as they are working.
Discussion:

- Compare your student's art to the originals. *(Not in a negative way, contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Lesson 5:
Mini-book: Complete the mini-book for O'Keeffe today and add it to your Great Artist lap book.
Study: Today we are going to study Cow's Skull with Calico Roses (pg 5).
Discuss: Take a few minutes to discuss just the above piece, today focus on O'Keeffe's use of unique subject matter.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask students if they would want to be in the painting, or not, and why?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Lesson 6:
Artist Flashcard: Complete the O'Keeffe Flashcard
Study: Today we are going to study Ranchos Church (pg 28).
Discuss: Take a few minutes to discuss the piece today. Does this painting look like a church to you? Show students this picture: Ranchos Church NM, now do they think Georgia O'Keeffe's painting looks like a church now that they've seen the real one.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Georgia O'Keeffe

Lesson 7:
Study: Today we are going to study Red Canna (Pg 19)
Discuss: Take a few minutes to discuss the piece today focus on the depth in the painting, the use of color, the mood, and the temperature of the painting. Notice how the red invokes a sense of warmth.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Activity: Put together O'Keeffe puzzle activity included in Lapbook section. (Print and either laminate or glue to thin cardboard then cut pieces apart to create a fun artist puzzle. Store pieces in sandwich baggie)

Lesson 8:
Study: Today we are going to study Morning Glory (pg 20). Lead discussion as in previous Lessons. Compare today's painting with the one from Lesson 7. Notice how the artist used cool tones as opposed to warm tones. How does this make you feel as opposed to Red Canna?
Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes.
Study and Discuss: Have your student pick their favorite piece from O'Keeffe's collection. You can also search online for more of his works if you choose to. Before you move on, make sure to discuss the style, medium, and technique used thoroughly so that your student is very familiar with it. Discuss colors, tones, moods, along with discussion points from previous lessons.
Create: Bring a copy of the art chosen with you to your art area so students can see the works for inspiration. Using similar techniques as in the work chosen, have your student create their own original artwork. Since O'Keeffe used fairly large canvas, try to use a large canvas as well. Remind them that (as noted on pg 31), one thing that made O'Keeffe such a great artist was her ability to find the beauty in things that most people would not notice. Encourage your student to create their own version of the art by trying to find something beautiful in the unusual. Remember, do not try to replicate her works. We want today's art to be a O'Keeffe inspired "original".
Discussion:

- Compare your student's art to the originals. *(Not in a negative way, simply contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Tip: Spend a few minutes having students compliment each other's art work, saying something they like about it.

Notebook It: Complete the Artist Report for this artist (Pg 59)

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Michelangelo

Michelangelo di Lodovico Buonarroti Simoni was born in 1475 in in Rome, Italy. He was an Italian Renaissance painter, sculptor, and architect, and poet. His two best known works are Pieta and David were completed before he was 30 years old. He also created two of the most influential works in fresco in the history of Western art. The scenes from Genesis on the ceiling and The Last Judgment on the alter wall of the Sistine Chapel in Rome. His impassioned and highly personal style resulted in Mannerism, the next major movement in Western art after the High Renaissance. Mannerism is noted for its intellectual sophistication as well as its artificial (i.e.: highly stylized poses) qualities.
Note: There is some nudity in Michelangelo's work, you may wish to pre-read. If students are young, you can consider covering nude areas with small pieces of paper prior to viewing.

Style: Painter, sculptor, architect, poet
Movement: Mannerism

Lesson 1:
Read "Michelangelo" pg 1-15
Study: Take a few minutes to flip back through pages read and discuss some of the art you see.
Discussion: This time should be conversational, let your student tell you what they observe. If needed use questions below to help direct the conversation.

- Ask your students what they see, have them describe the artwork.
- Tell things they like or dislike about the work
- How do they think the artist was feeling when they created it
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?

Lesson 2:
Read: "Michelangelo" pg 16-32
Study: "Look" at art work covered today and discuss again as you did the previous day.
Discussion: Compare Michelangelo's paintings with his sculptures. Are there similarities? Differences?

- What was your student's favorite style?
- What style would your student do if they could create their own art?
- Why do they like that style best?

Lesson 3:
Study: Today we are going to study Pieta' (pg 19).
Discuss: Take a few minutes to discuss just the above piece, today focus on Michelangelo's use of stone. Note how smooth the sculpture looks. The fabric of the clothing doesn't look anything like marble, but like actual fabric. Ask your students what it might feel like to touch this sculpture. Talk about the detail in this work. I think it important to mention that Michelangelo was only 24 when this piece was completed!

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Michelangelo

Lesson 4:

Materials Needed: Bar of Ivory soap (one per student), butter knife, plastic tarp to catch shavings, can also do outside if weather allows.

Study: Have your student pick a piece from Michelangelo's sculpted collection. You can also search online for more of his works if you choose to.

Copycat: In today's study we are going to focus on sculpting. This is a new medium, and may be difficult for younger kids. Make sure to encourage them in their work, help with the carving if needed. We are going to try to copy one of Michelangelo's pieces of sculpture. Using similar techniques as in the art chosen, have your student create their own artwork. Remind students that even though we are going to try to copy our artist today, their art will probably still turn out a bit different because we are all unique!

Tip: Make sure to bring a copy of the image your student chose in the previous lesson with you to your art area so students can see the art as they are working.

Discussion:

- Compare your student's art to the original. *(Not in a negative way, contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Lesson 5:

Mini-book: Complete the mini-book for Michelangelo today and add it to your Great Artist lap book.

Study: Today we are going to study David (pg 21).

Discuss: Take a few minutes to discuss just the above piece, today focus on Michelangelo's use of stone, again notice detail. Since the book doesn't show the entire work (probably because it is a nude sculpture, if you choose you may click here to view the sculpture in its entirety.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask students if they would want to be in the painting, or not, and why?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Lesson 6:

Artist Flashcard: Complete the Michelangelo's Flashcard

Study: Today we are going to study Ceiling of the Sistine Chapel (pg 24-25).

Discuss: Take a few minutes to discuss the piece today, focus on the detail in this painting. Remind students this was done in the fresco style. Talk about how the artist had to paint the ceiling laying down on scaffoldings.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Michelangelo

Lesson 7:
Study: Today we are going to study Creation of Adam (Pg 26-27), also take a look at the Last Judgment (detail from Sistine Ceiling) (pg 31).
Discuss: Take a few minutes to discuss this fresco.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Activity: Put together Michelangelo puzzle activity included in Lapbook section.

Lesson 8:
Study: Today we are going to study The Rondanini Pieta (pg 30). Michelangelo was working on this sculpture when he passed away. Now that you've studied Michelangelo's previous sculptures, what do you think this one was going to be if he would have finished it? Or do you think he finished it? Do you think it would have been one of his smooth or rough sculptures? Lead discussion as in previous Lessons.
Materials Needed: Crayola Texture It! Tempera Mixing Medium, Thin Wood slab whatever size you like, paints, paint brushes, drop cloth to cover flooring, water and paper towel to clean brushes.
Study and Discuss: Have your student pick their favorite piece from Michelangelo's painting collection. You can also search online for more of his works if you choose to. Before you move on, make sure to discuss the style, medium, and technique used thoroughly so that your student is very familiar with it. Discuss colors, tones, moods, along with discussion points from previous lessons.

Create: Since Michelangelo painted the Sistine Ceiling using Fresco, today we are going to copy his style by creating our own Fresco! (SEE INSTRUCTIONS ON FOLLOWING PAGE)

Alternate Activity: Paper, paints, paint brushes, card table, masking tape, drop cloth to cover flooring, water and paper towel to clean brushes.

Paint a picture laying down, just like Michelantelo did! First lay down a drop cloth, then tape your paper/canvas to the underside of a card table. **Have students lie down and paint**. Using similar techniques as in the work chosen, have your student create their own original artwork.
Remind them that (as noted on pg 31), one thing that made Michelangelo such a great artist was his dedication to the study of nature and science in order to make his works as lifelike as possible. Encourage your student to create their own version of the art striving to make it lifelike as possible. Remember, do not try to replicate his works. We want today's art to be a Michelangelo inspired "original".
Discussion:

- Compare your student's art to the originals. *(Not in a negative way, simply contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Tip: Spend a few minutes having students compliment each other's art work, saying something they like about it.
Notebook It: Complete the Artist Report for this artist (Pg 59)

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Michelangelo - Fresco Instructions

Tip: Be sure you have all your materials ready, because once you prepare your fresco mixture, you have to complete your project, or else the fresco will become too dry to absorb the colors. Also discuss what your topic will be so that when it comes time to paint, the students have an idea of what they'll be doing.

Supplies:

- Sturdy Wood Board or Thick Cardboard (size to your liking)
- Tempera Paint or Water Color Paint
- Paint Brushes
- Cloth to protect floor and work surface
- Crayola Texture It! Tempera Mixing Medium **OR** 1/3 cup plaster (Do not use Plaster of Paris, it dries too fast)
- Forks, toothpicks, etc for texturizing
- Water

Directions:

1. Pick a topic, discuss what it will look like, colors needed, etc. so students are prepared.
2. Use Crayola Texture It! Or mix plaster as directed
3. Spread mixture over wood or cardboard canvas using a large paint brush, feel free to make cool textures using forks, brush bristles, etc.
4. Allow Crayola product to dry about 30 minutes, if using Plaster, you may start painting as soon as it's set a bit, but still moist.
5. Moisten watercolors with a drop of water or use tempera paints and start to create! Paint with long smooth strokes, or dab colors into the medium. *Make sure to clean brush after each color change so painting doesn't become muddied.*
6. Allow finished masterpiece to dry overnight.

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Leonardo Da Vinci

Leonardo di ser Piero da Vinci was born on April 5, 1452 in present day Florence, Italy. He was an Italian painter, sculptor, architect, musician, scientist, mathematician, engineer, inventor, and writer! He is known as the man of "unquenchable curiosity", and had an inventive imagination. He is widely considered to be one of the world's greatest painters and the most diversely talented person to ever live. (Note: There is some nudity in this week's book)

Visit Da Vinci Life for more information

Movement: High Renaissance

Lesson 1:
Read "Da Vinci" pg 1-15
Study: Take a few minutes to flip back through pages read and discuss some of the art you see.
Discussion: This time should be conversational, let your student tell you what they observe. If needed use questions below to help direct the conversation.

- Ask your students what they see, have them describe the artwork.
- Tell things they like or dislike about the work
- How do they think the artist was feeling when they created it
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?

Lesson 2:
Read: "Da Vinci" pg 16-32
Study: Discuss art from today's reading as you did the previous Lesson.
Discussion: Compare the works in the 2nd half of the book with the ones in the first half.

- What was your student's favorite style?
- What style would your student do if they could create their own art?
- Why do they like that style best?

Lesson 3:
Study: Today we are going to study the Mona Lisa (pg 27-28).
Discuss: Take a few minutes to discuss just the above piece, today focus on Michelangelo's portrait of this woman. Does she look happy? Sad?

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Leonardo Da Vinci

Lesson 4:
Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes.
Study: Have your student pick a piece from Da Vinci's collection. You can also search online for more of his works if you choose to.
Copycat: Today we are going to try to copy one of Da Vinci's pieces of art. Using similar techniques as in the art chosen, have your student create their own artwork. Remind students that even though we are going to try to copy our artist today, their art will probably still turn out a bit different because we are all unique!
Tip: Make sure to bring a copy of the image your student chose in the previous lesson with you to your art area so students can see the art as they are working.
Discussion:

- Compare your student's art to the originals. *(Not in a negative way, contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Lesson 5:
Mini-book: Complete the mini-book for Da Vinci today and add it to your Great Artist lap book.
Study: Today we are going to study Last Supper (pg 23-24).
Discuss: Take a few minutes to discuss just the above piece, today focus on Da Vinci's use of movement and color. Do you think he had models pose for this picture?

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Does the use of color help convey mood?
- Is there something unusual or unique about it?
- Ask students if they would want to be in the painting, or not, and why?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Lesson 6:
Artist Flashcard: Complete the Da Vinci Flashcard
Study: Today we are going to study Madonna and Child (pg 19).
Discuss: Take a few minutes to discuss the piece today, make sure to focus on the background, what is going on? Look at the vivid color in the woman's robe.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

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Leonardo Da Vinci

Lesson 7:
Study: Today we are going to study The Virgin of the Rocks (Pg 16 & 18)
Discuss: Take a few minutes to discuss the piece today. Compare and contrast the first painting in 1488, with the second one in 1506.

- Ask your student what they see, have them describe the artwork.
- Tell things they like or dislike about the work.
- How do they think the artist was feeling when they created it?
- How it makes your student feel looking at it?
- Is there something unusual or unique about it?
- Ask them what they think is going on in the piece, is there a story that can be told about it?
- What kind of style and medium did the artist use in this work?

Activity: Put together Da Vinci puzzle activity included in Lapbook section. (Print and either laminate or glue to thin cardboard then cut pieces apart to create a fun artist puzzle. Store pieces in sandwich baggie)

Lesson 8:
Study: Today we are going to study La Madonna Bernois (pg 13). Lead discussion as in previous Lessons. This painting was original because most people painted the mother of Jesus in a serious tone, this painting depicts her smiling.
Materials Needed: Paper, paints, paint brushes, water and paper towel to clean brushes.
Study and Discuss: Have your student pick their favorite piece from Da Vinci's collection. You can also search online for more of his works if you choose to. Before you move on, make sure to discuss the style, medium, and technique used thoroughly so that your student is very familiar with it. Discuss colors, tones, moods, along with discussion points from previous lessons.
Create: Bring a copy of the art chosen with you to your art area so students can see the works for inspiration. Using similar techniques as in the work chosen, have your student create their own original artwork. Remind them that (as noted on pg 30), one thing that made Da Vinci such a great artist was his ability to use darks and lights to create realistic looking paintings. Encourage your student to create their own version of the art by expressing what they are feeling today. Remember, do not try to replicate his works. We want today's art to be a Da Vinci inspired "original".
Discussion:

- Compare your student's art to the originals. *(Not in a negative way, simply contrast and compare)*
- Discuss what is different between your student's work and the artists.
- Discuss which artwork they like better and why.
- Have your student tell you which techniques they chose to use and why.

Tip: Spend a few minutes having students compliment each other's art work, saying something they like about it.

Notebook It: Complete the Artist Report for this artist (Pg 59)

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Lapbook Instructions

Materials Needed: 3 regular sized file folders, glue, and scissors needed to assemble.

Step 1: Lay 1 folder opened on table. Fold each side in towards center until edge touches center fold. Repeat with opposite side. Repeat with remaining 2 file folders.

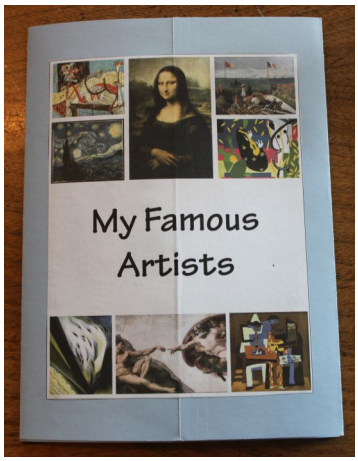
Step 3: Set file folders side by side and glue flaps from middle folder to folder on left and then to the folder on the right as seen below.

Step 4: Add puzzle pockets to the inside flaps, 2 per side.

Step 5: Add "Getting to Know The World's Greatest Artists" pocket to the bottom of the 3rd folder. This will hold the Artist Flashcards that you will be making this year.

Step 6: Add the "My Famous Artists "Cover Page to front of Lapbook.

Step 7: As you go through the study, you will be instructed to add mini-books for each artist to the Lapbook. There is enough room to add 3 to the first 2 folders, then 2 to the 3rd folder just above the Artist Flashcards Pocket.



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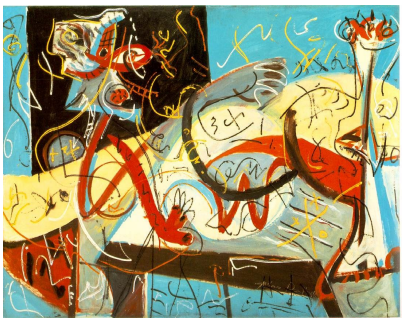
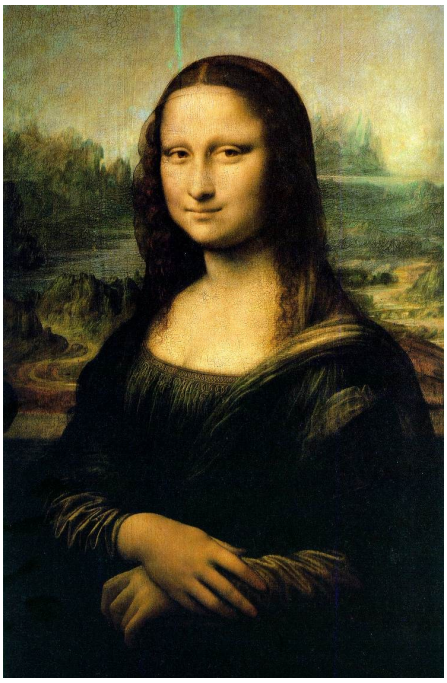
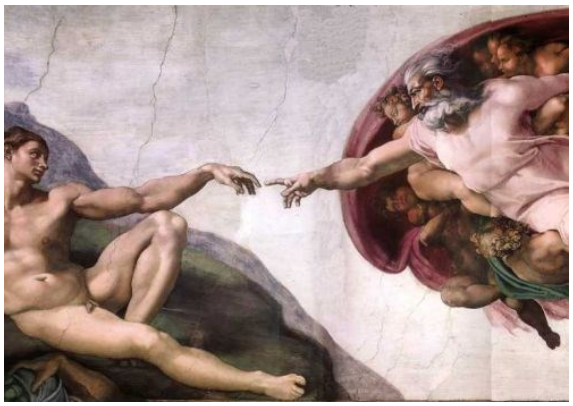




My Famous Artists



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Cut out each piece individually then stack and staple together along the left edge. Paste correct art on each page and write brief statement on techniques used, medium, style, etc.

Pablo Picasso

Cubism

The Old Guitarist

REMOVE THIS AREA

Style and Technique used:

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Three Musicians

REMOVE THIS AREA

Style and Technique used:

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Bather with
A Beach Ball

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Style and Technique used:

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Guernica

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Style and Technique used:

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Girl Before
A Mirror

Style and Technique used:

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Pablo Picasso

Images

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Cut out each piece individually then stack and staple together along the left edge. Paste correct art on each page and write brief statement on techniques used, medium, style, etc.

Vincent Van Gogh

Modern Art, Post Impressionism

The Potato Eaters

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Style and Technique used:

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The Starry Night

REMOVE THIS AREA

Style and Technique used:

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Sunflowers

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Style and Technique used:

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Olive Trees

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Style and Technique used:

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Cypresses

Style and Technique used:

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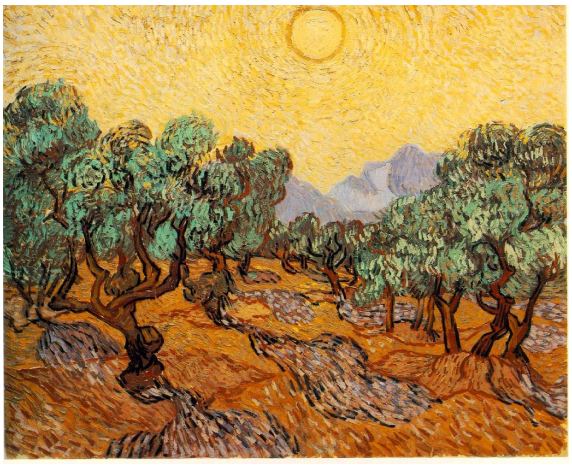
Vincent Van Gogh

Images



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Cut out each piece individually then stack and staple together along the left edge. Paste correct art on each page and write brief statement on techniques used, medium, style, etc.

Jackson Pollock

Abstract Expressionism, Action Painting

Blue Poles

REMOVE THIS AREA

Style and Technique used:

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Stenographic Figure

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Style and Technique used:

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Autumn
Rhythm

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Style and Technique used:

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Number 13A:
Arabesque

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Style and Technique used:

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Going West

Style and Technique used:

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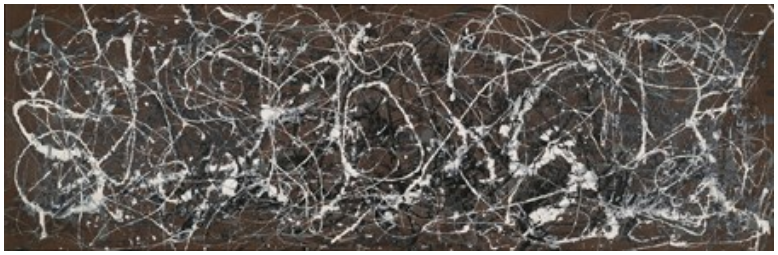
Jackson Pollock

Images



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Cut out each piece individually then stack and staple together along the left edge. Paste correct art on each page and write brief statement on techniques used, medium, style, etc.

Claude Monet

Impressionist

The Japanese Footbridge

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Style and Technique used:

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The Manneporte, Etretat

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Style and Technique used:

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La Grenouillere

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Style and Technique used:

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The Cliff Walk Pourville

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Style and Technique used:

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Terrace at Saint-Adresse

Style and Technique used:

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Claude Monet

Images

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Cut out each piece individually then stack and staple together along the left edge. Paste correct art on each page and write brief statement on techniques used, medium, style, etc.

Henri Matisse

Fauve

The Sadness of The King

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Style and Technique used:

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The Goldfish

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Style and Technique used:

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Woman in Kimono

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Style and Technique used:

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La Desserte (The Dinner Table)

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Style and Technique used:

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Luxe, Calme et Volupte

Style and Technique used:

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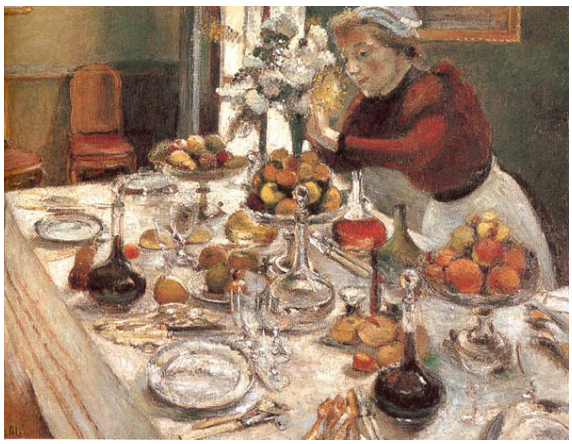
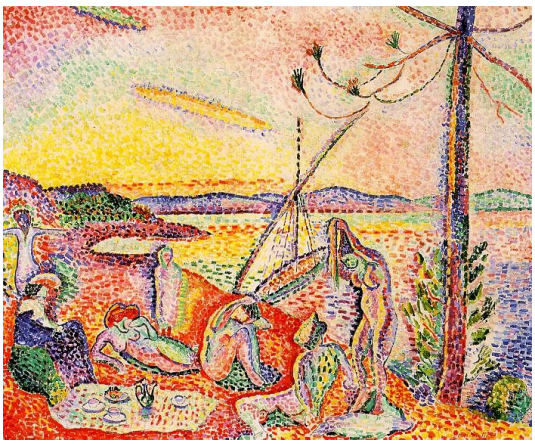
Henri Matisse

Images





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Georgia O'Keeffe

Modern Art

Blue and Green Music

REMOVE THIS AREA

Style and Technique used:

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Cow's Skull with Calico Roses

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Style and Technique used:

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Ranchos Church

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Style and Technique used:

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Red Canna

REMOVE THIS AREA

Style and Technique used:

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Morning Glory

Style and Technique used:

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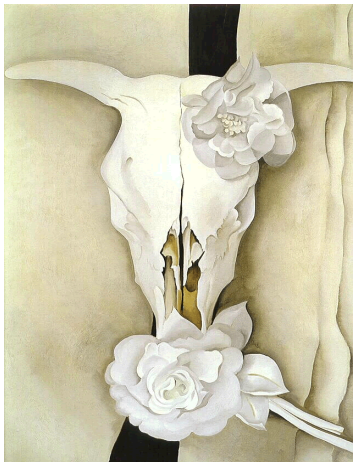
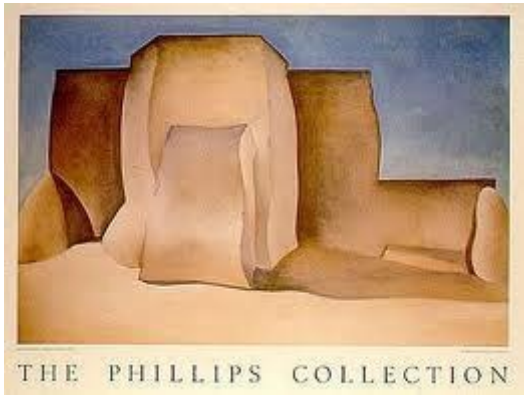
Georgia O'Keeffe

Images





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Michelangelo

Mannerism, Fresco

Pieta

REMOVE THIS AREA

Style and Technique used:

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David

REMOVE THIS AREA

Style and Technique used:

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Sistine Chapel Ceiling

REMOVE THIS AREA

Style and Technique used:

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Creation of Adam

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Style and Technique used:

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The Rondanini Pieta

Style and Technique used:

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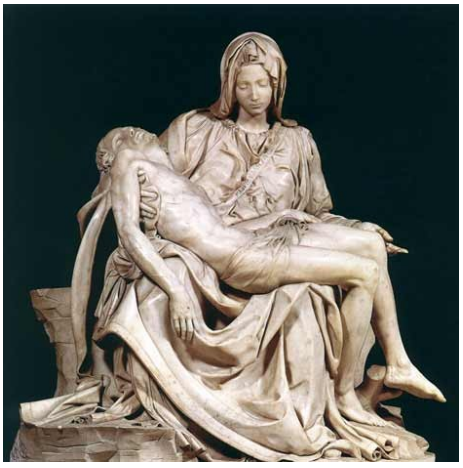
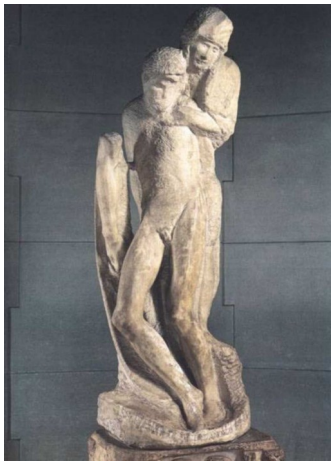
Michelangelo

Images





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Cut out each piece individually then stack and staple together along the left edge. Paste correct art on each page and write brief statement on techniques used, medium, style, etc.

Leonardo Da Vinci

High Renaissance

Mona Lisa

REMOVE THIS AREA

Style and Technique used:

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Last Supper

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Style and Technique used:

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Madonna and Child

REMOVE THIS AREA

Style and Technique used:

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The Virgin of The Rocks

REMOVE THIS AREA

Style and Technique used:

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La Madonna Bernois

Style and Technique used:

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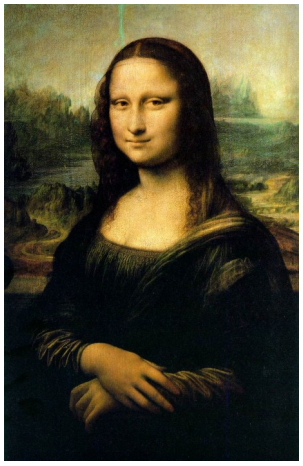
Leonardo Da Vinci

Images



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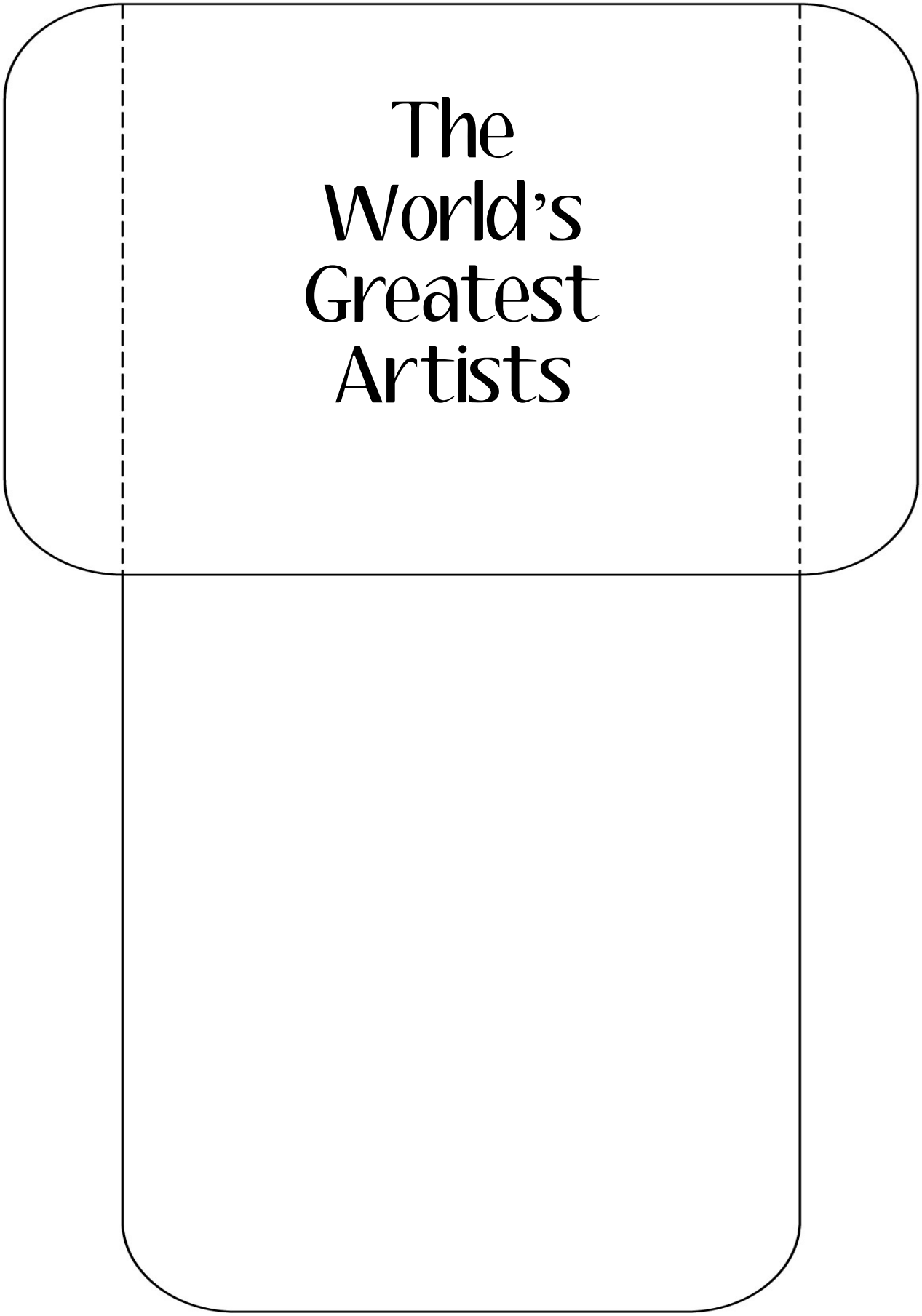
Cut out artist cards on following pages along dotted lines, fold down center. Have student fill in blanks, then run through laminator folded so the flashcard is double sided. Store in your artist Lapbook using the Pocket template below.

Artist Trading Cards Pocket: Cut out template and fold back flap up. Fold side flaps in along dotted lines. Glue flaps to back flap (taller piece). Glue pocket to Artist Lapbook and use as a pocket for the artist flashcards.



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Movement: _____

_____

Style/Technique:

_____

Medium Used: _____

_____

My Favorite Piece of Art:

_____

_____

Famous For: _____

_____

Pablo Picasso

Movement: _____

_____

Style/Technique:

_____

Medium Used: _____

_____

My Favorite Piece of Art:

_____

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Famous For: _____

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Vincent Van Gogh

Movement: _____

_____

Style/Technique:

_____

Medium Used: _____

_____

My Favorite Piece of Art:

_____

_____

Famous For: _____

_____

Jackson Pollock

Movement: _____

_____

Style/Technique:

_____

Medium Used: _____

_____

My Favorite Piece of Art:

_____

_____

Famous For: _____

_____

Claude Monet

Movement: _____

_____

Style/Technique:

_____

Medium Used: _____

_____

My Favorite Piece of Art:

_____

_____

Famous For: _____

_____

Henri Matisse

Movement: _____

_____

Style/Technique:

_____

Medium Used: _____

_____

My Favorite Piece of Art:

_____

_____

Famous For: _____

_____

Georgia O'Keeffe

Movement: _____

_____

Style/Technique:

_____

Medium Used: _____

_____

My Favorite Piece of Art:

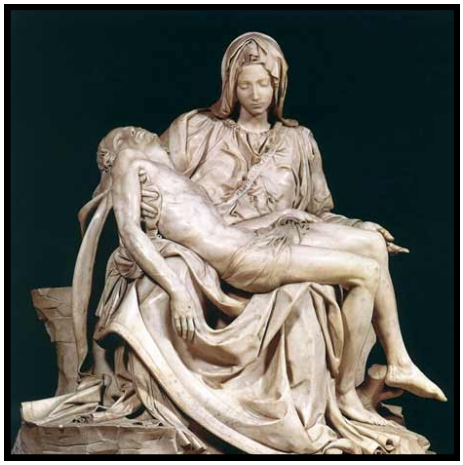
_____

_____

Famous For: _____

_____

Michelangelo



Movement: _____

_____

Style/Technique:

_____

Medium Used: _____

_____

My Favorite Piece of Art:

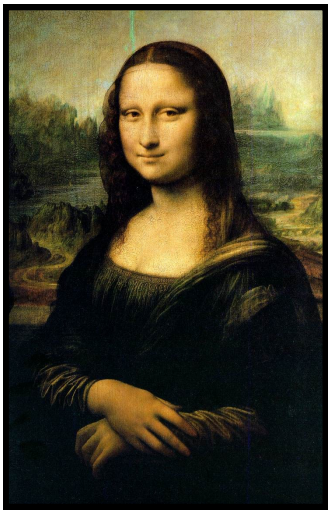
_____

_____

Famous For: _____

_____

Leonardo Da Vinci



Picasso
Puzzle

Van Gogh
Puzzle

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Pollock Puzzle

Monet Puzzle

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Matisse
Puzzle

O'Keeffe
Puzzle

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Michelangelo
Puzzle

Da Vinci
Puzzle

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Picasso Puzzle: Cut Puzzle along lines and mix pieces for a fun artist solving puzzle

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Van Gogh Puzzle: Cut Puzzle along lines and mix pieces for a fun artist solving puzzle

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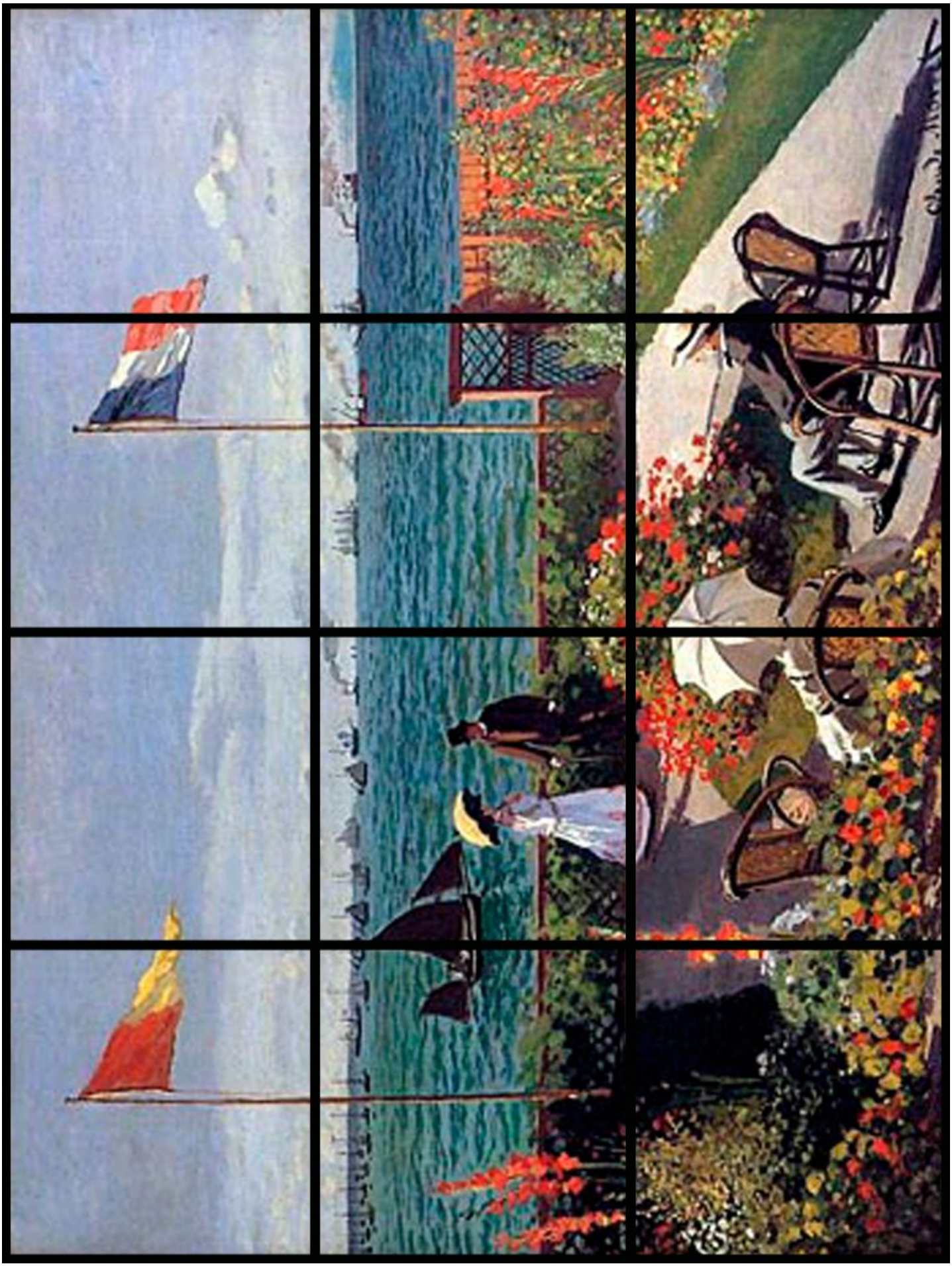
Monet Puzzle: Cut Puzzle along lines and mix pieces for a fun artist solving puzzle



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Matisse Puzzle: Cut Puzzle along lines and mix pieces for a fun artist solving puzzle

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O’Keeffe Puzzle: Cut Puzzle along lines and mix pieces for a fun artist solving puzzle

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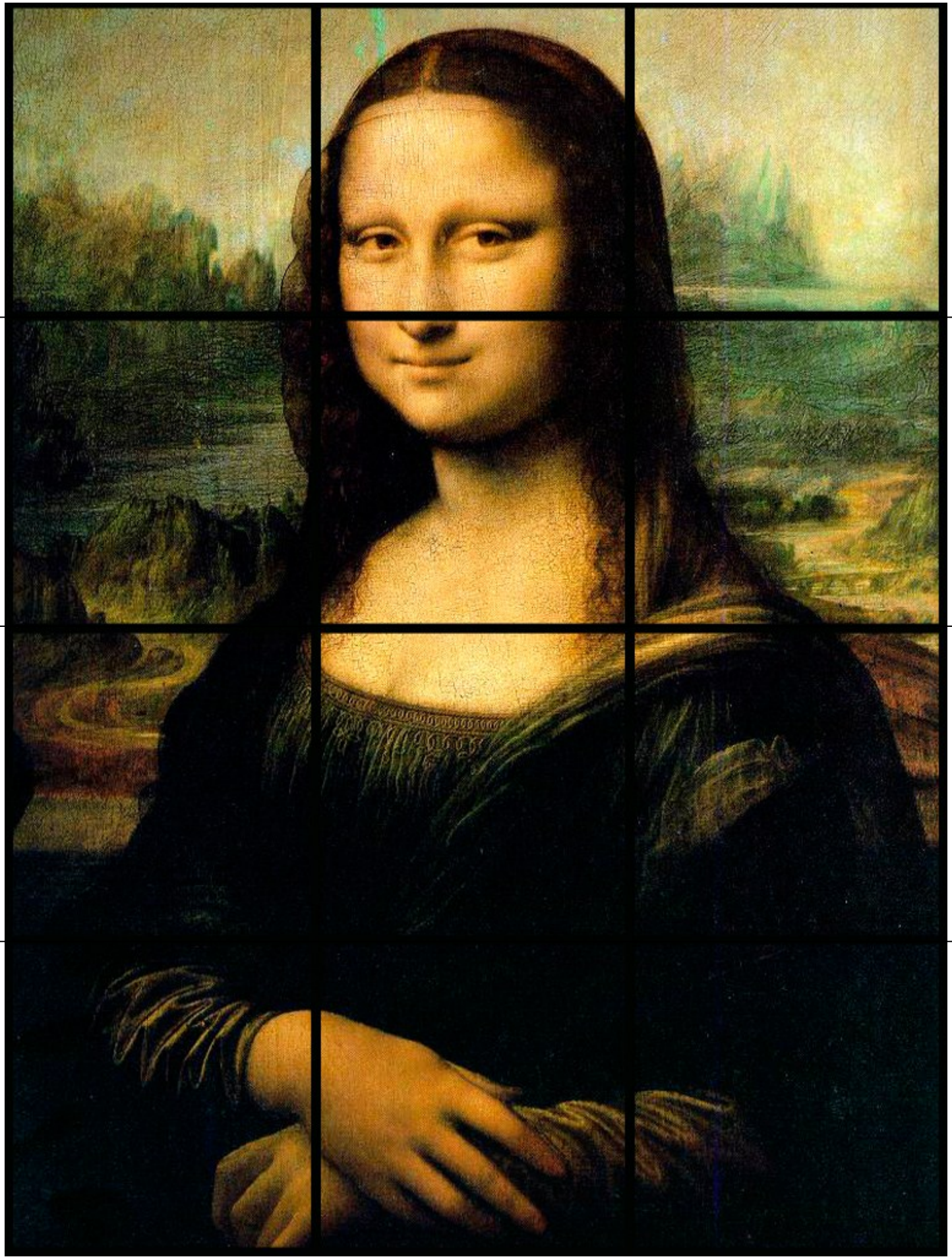
Da Vinci Puzzle: Cut Puzzle along lines and mix pieces for a fun artist solving puzzle



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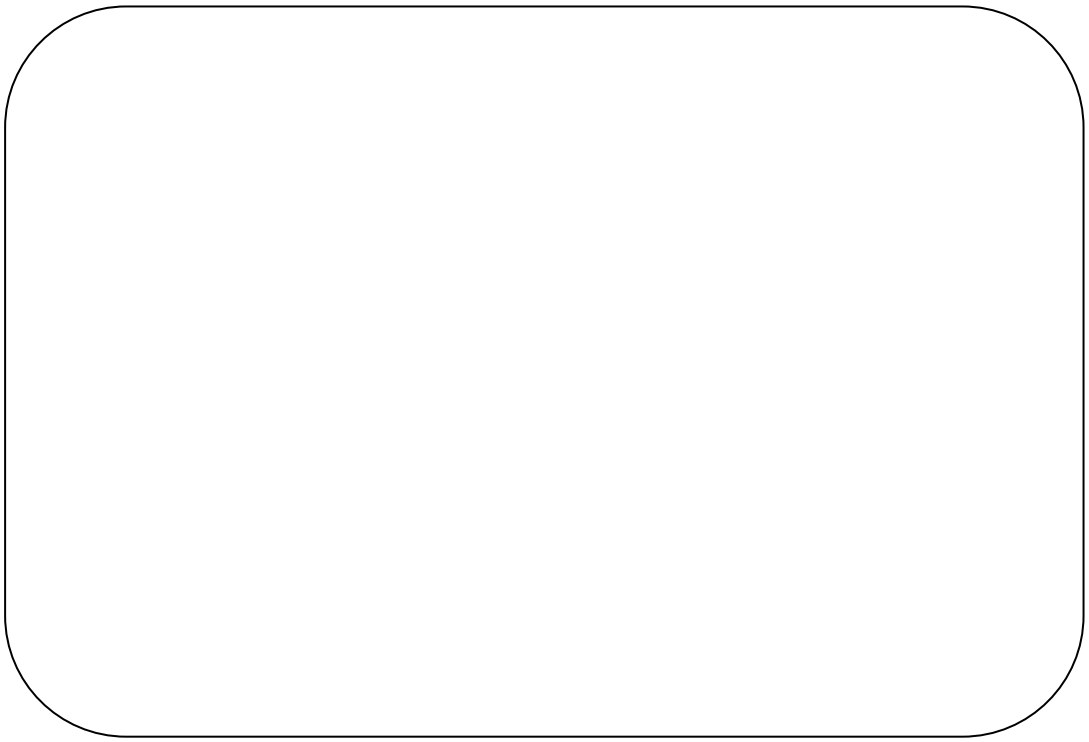
Artist Report

Artist: _____

My Favorite Piece of Art: _____

(Title)



(Draw or glue image above)

What I Like About this Artist's Work: _____

_____

_____

_____

_____

_____

_____

_____

_____

Styles and Medium used by this artist: _____

_____

_____

_____

_____

_____

_____

_____

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